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ABSTRACT

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "McGuffey, Move Over," "Nacho and Other Friends," "Naturaleza y Sociedad for First-Grade Social Studies," and "Field-Testing Favorites." Appended are lists of distributors of educational materials in Spanish and Portuguese, and recommended instructional materials. Some of the articles appear both in Spanish and English. (SK)

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL•

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MATERIALS ACQUISITION PROJECT PARALLEL CURRICULA IN SPANISH AND PORTUGUESE MATERIALS ACQUISITION PROJECT PARALLEL CURRICULA IN SPANISH AND PORTUGUESE MATERIALS ACQUISITION PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL•

Materials Acquisition Project
Parallel Curricula in Spanish and Portuguese

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MARY T. CRAWFORD is Director of the 1331 Preschool Program for Chula Vista, California, City Schools. Since her first language was Italian, she was an English as a Second Language student at an early age. She acquired fluency in Spanish when she accepted an appointment to teach ESL at a private institute in Mexico City. She holds a B.A. degree in Literature from San Diego State University, and she has attended United States International University for graduate study and the University of Southern California for a National Defense Education Act Institute in ESL. She was the Materials and Curriculum Coordinator of the Title III ESL/Bilingual Project in San Diego and an ESL/Bilingual Special Teacher in Chula Vista. A consultant who has conducted ESL/Bilingual Workshops throughout the Southwest, she will teach a course on ESL/Bilingual methods and materials for UCSD Extension this fall.

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LILLIAN JIMENEZ is on the staff of Peña & Associates, consultants in bilingual-bicultural education. She has worked with Spanish-speaking students at both the elementary and secondary school levels. She earned her Master of Arts degree at Sacramento State College in the Experienced Teacher Fellowship Program administered by the Mexican-American Education Project. A specialist in curriculum development, her experience includes curriculum writing, instituting pre-service and in-service education workshops and courses, organizing and implementing bilingual-bicultural programs, and writing books of Chicano literature. DR. ERVIE PEÑA, whom she interviews in her article, is presently Professor of Spanish at California State University, Fullerton. He is a specialist in Spanish language program and materials development with an emphasis in linguistics, biculturalism, teacher training, and curriculum writing.

Conferencia Multilingüe Multicultural Internacional Tendra Lugar En San Diego En Abril

International Multilingual-Multicultural Conference To Come To San Diego Next April

Una conferencia que pondrá de relieve en escala nacional e internacional a la educación multilingüe-multicultural tendrá lugar del 2 al 5 de abril en el centro de convenciones Town and Country de San Diego. Patrocinada por la Oficina de Educación de los E.E. U.U. y el Departamento de Educación del Estado de California, la conferencia será coordinada por el Dr. Gilberto T. Martínez, Director del Esfuerzo Bilingüe-Bicultural del Departamento de Educación del Estado de California.

Se espera que unas 3,500 personas asistirán a la conferencia, cuyo propósito específico será ilustrar la efectividad de usar el primer lenguaje del estudiante como medio de instrucción. Demostraciones, sesiones de trabajo, cintas de video, y otras presentaciones enfocarán en medios, materiales y métodos para satisfacer las necesidades del estudiante en la educación multilingüe-multicultural.

El Dr. Martínez ha dicho que --solicitará como conferenciantes principales a personas reconocidas como autoridades en la área de la educación multilingüe-multicultural --y también ha declarado: --Apenas hemos iniciado los procesos para planear esta gran empresa y necesitaremos el apoyo y la cooperación de mucha gente para organizar una conferencia de primera categoría.

Más detalles acerca de la conferencia aparecerán en números futuros de Materiales en Marcha. Personas que tengan preguntas específicas pueden dirigirlas al Dr. Martínez en el State Education Building, 721 Capitol Mall, Sacramento, California 95814.

Town & Country Convention Center April 2-5, 1973

A conference to feature multilingual-multicultural education on a national and international scale has been scheduled for April 2-5, 1973, in San Diego's Town and Country Convention Center. Sponsored by the U.S. Office of Education and the California State Department of Education, the conference will be coordinated by Dr. Gilbert T. Martínez, Manager of the California State Department of Education Bilingual-Bicultural Task Force.

Approximately 3,500 people are expected to attend the conference, the specific purpose of which is to illustrate the effectiveness of using a student's primary language as a medium of instruction. Live demonstrations, videotapes, workshops, and other presentations on means, materials, and methods will focus on meeting the needs of the learner in multilingual-multicultural education.

Dr. Martínez has said he "will be seeking recognized authorities in the field of multilingual-multicultural education as featured speakers." He has further stated, "We have just begun the planning process for this great venture and will need the support and cooperation of many people to put on a first-class conference."

Further information on the conference will be included in future issues of Materiales en Marcha. Individuals with specific inquiries should address them to Dr. Martínez at the State Education Building, 721 Capitol Mall, Sacramento, California 95814.

Un Verano De Entusiasmo

Por Rafael M. Fernández

A medida que se van finalizando planes y preparativos para los programas que MAP pondrá en efecto durante el curso de este año fiscal, surge el entusiasmo en nuestras oficinas y se intensifica nuestro empeño. Nos sentimos afortunados y orgullosos de poder contribuir al esfuerzo nacional que resultará en la plena implementación de la educación multilingüe y multicultural. Sabemos que nuestros materiales de instrucción tienen gran valor y utilidad, aunque no han sido creados específicamente para los estudiantes hispanoparlantes y lusitanos de nuestro país. Hasta que no haya gran variedad de materiales creados para estos estudiantes nuestros materiales serán utilizados con éxito--y quizá formarán una base amplia y probada de materiales sobre la cual las editoriales interesadas podrán desarrollar textos, libros y audiovisuales directamente relacionados a las necesidades que provienen de nuestras raíces culturales y de nuestros dialectos.

Nuestros materiales tienen validez porque son el producto de culturas latinas, porque están escritos en lenguajes que queremos que nuestras juventudes hispano y lusitanoparlantes aprendan a fondo (mientras conservan y fomentan sus dialectos locales) y porque exponen pensamientos, puntos de vista y actitudes que forman parte de lo que hay en común entre nuestros diversos pueblos.

Nuestra Publicación

En sus manos tienen un ejemplo de lo que estamos dispuestos a lograr: un servicio más definitivo y eficiente de proporcionar información acerca de nuestros materiales. En ediciones futuras esperamos incrementar el número de nuestras páginas, de nuestras ilustraciones y de los materiales que serán presentados.

La Sra. Ann Kern es nuestra coordinadora de ediciones; el Sr. Robert Luna es nuestro artista, y la Sra. Doris Rivera es la oficinista que pasa a máquina el texto que aparece en la

A Summer Of Enthusiasm

By Rafael M. Fernández

As plans and preparations are being concluded for the programs that MAP will put into effect during the course of this fiscal year, the enthusiasm in our offices is rising and our resolve is being reinforced. We feel fortunate and proud to be able to contribute to the national effort that will result in the full implementation of multilingual and multicultural education. We know that our instructional materials have great value and usefulness, although they have not been created specifically for the Spanish-speaking and Portuguese-speaking schoolchildren of our country. Until a great variety of materials has been created for these children, our materials will be used successfully--and perhaps they will form a vast and proven basis of materials upon which interested publishers will be able to develop texts, books, and audiovisuals directly related to the needs that proceed from our cultural roots and our dialects.

Our materials have validity because they are the product of latin cultures, because they are written in languages that we want our Spanish- and Portuguese-speaking children to learn completely--while they preserve and promote their local dialects--and because they exhibit thoughts, viewpoints, and attitudes that constitute part of what our various peoples have in common.

Our Publication

In your hands you have an example of what we are seeking to accomplish: a very definitive and efficient service to supply information about our materials. In future editions we hope to increase the number of our pages, illustrations, and the materials that will be presented.

Mrs. Ann Kern is our Editorial Coordinator; Mr. Robert Luna is our artist, and Mrs. Doris Rivera is the clerk who types the text that appears in the publication.

publicación.

Pruebas De Materiales

Los cimientos han sido tendidos para el programa de pruebas de nuestros materiales. Durante el mes de junio nos visitaron grupos de maestras y maestros de 25 proyectos de ocho estados y de la capital de la unión. Aquí escogieron materiales para probar en sus clases. Durante el curso del año escolar recibiremos de ellos evaluaciones y lecciones ejemplares que publicaremos con el fin de que les sirvan a otros maestros en hacer selecciones apropiadas de materiales y en planear los procedimientos que usarán al utilizar los materiales con sus alumnos.

Aunque sólo 25 proyectos participan en este programa, muchos de ellos incluyen más de una escuela y numerosas clases. Esperamos empezar a recibir las primeras evaluaciones y lecciones para eso de noviembre o diciembre.

La Srita. Helen E. Díaz encabeza este programa con ayuda de la Sra. Consuelo Alcalá, que se encarga de requisiciones, cuentas, archivos y de mantener contactos con los distribuidores, y de la Srita. Gertrudis Ceseña, que asiste a la Sra. Alcalá. Durante el año la Srita. Díaz visitará los 25 proyectos ya mencionados para verificar cómo se están usando los materiales. La Sra. Julia Gonsalves del Esfuerzo Bilingüe y Bicultural de California se encargará de ofrecer a los programas de portugués-inglés los mismos servicios que la Srita. Díaz ofrecerá a los de español-inglés.

Curriculos Paralelos

Mediante otro programa que abarcará 85 proyectos de 16 estados de la nación, proporcionaremos listas paralelas de textos de MAP y de textos en inglés en uso actual. Estas listas serán el resultado de un esfuerzo que haremos por identificar por nivel y área de enseñanza textos de MAP y textos en inglés que presenten conceptos compa-

Field-Testing Of Materials

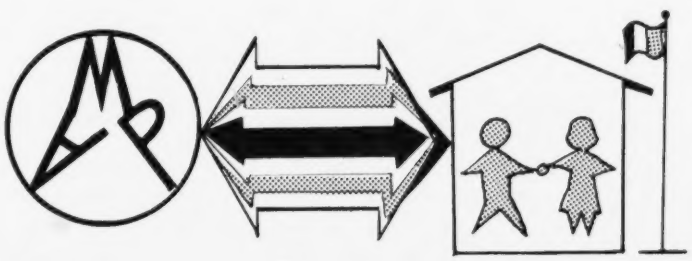
The foundations have been laid for our materials field-testing program. During the month of June groups of teachers from 25 projects in eight states and the District of Columbia visited us to choose materials to field test in their classes. During the course of the school year we shall receive evaluations and sample lessons from them for publication. In this manner we hope to help other teachers in making appropriate selections of materials and in planning the procedures they will follow to utilize the materials with their students.

Although only 25 projects participate in this program, many of them include more than one school and numerous classes. We hope to begin to receive the first evaluations and lessons in November or December.

Miss Helen E. Díaz heads this program with the help of Mrs. Consuelo Alcalá, who is in charge of requisitions, accounts, files, and maintaining contacts with the distributors, and Miss Gertrudis Ceseña, who assists Mrs. Alcalá. During the year Miss Díaz will visit the 25 projects already mentioned to observe how the materials are being used. Mrs. Julia Gonsalves of the Bilingual-Bicultural Task Force of California will offer the same services to Portuguese-English programs.

Parallel Curricula

Through another program that will embrace 85 projects in 16 states of the nation we shall provide parallel lists of MAP texts and English texts in present use. These lists will



rables y procesos que desarrollen destrezas equivalentes. Así nuestros lectores tendrán un instrumento más para juzgar qué textos de MAP son apropiados para sus clases bilingües y biculturales.

De acuerdo con un horario ya establecido, maestras y maestros de los 85 proyectos se reunirán empezando en septiembre para revisar nuestra colección y hacer selecciones. En sus clases usarán los textos de MAP y textos en inglés, comparando los conceptos que se exponen y los procesos que se emplean para desarrollar destrezas. Esperamos publicar las primeras listas para eso de diciembre.

La Sra. Frances López Beckers es la coordinadora de este programa, y con ella trabajan la Sra. Raquel Flores Closson, que junto con todas sus tareas de oficina se encargará de hacer los arreglos para traer a los maestros (405) a nuestro local, y la Srita. Amada Rocha que asiste a la Sra. Closson.

La Colección

Nuestra colección de materiales de enseñanza--textos, libros suplementarios, audiovisuales--consiste de 27,179 ejemplares, de los cuales 16,545 son títulos individuales y el resto duplicados. Se encargan de mantenerla en orden y de recibir visitas las Sras. Jesusa Cano y Anita Córdova, y de procesar los materiales que van llegando la Sra. Gloria Lair.

Nos sentimos afortunados y orgullosos de poder contribuir al esfuerzo nacional que resultará en la plena implementación de la educación multilingüe y multicultural.

be the result of an effort to identify by level and area of instruction MAP texts and English texts that present comparable concepts and develop equivalent skills. Thus our readers will have a better instrument for judging whether MAP texts are appropriate for their bilingual-bicultural classes.

In accordance with a schedule already established, teachers of the 85 projects will meet beginning in September to review our collection and make selections. They will use MAP texts and the English texts in their classes, comparing the concepts expounded and the skills developed. We hope to publish the first lists in December.

Mrs. Frances López Beckers is the Coordinator of this program, and with her work Mrs. Rachel Flores Closson, who is the office manager in charge of making the arrangements to bring the teachers (405) to San Diego, and Miss Amada Rocha, who assists Mrs. Closson.

The Collection

Our collection of instructional materials--texts, supplementary books, and audiovisuals--consists of 27,179 copies, of which 16,545 are individual titles and the rest duplicates. In charge of keeping them in order and receiving visitors are Mrs. Jesusa Cano and Mrs. Anita Córdova; and of processing materials as they arrive, Mrs. Gloria Lair.

We feel fortunate and proud to be able to contribute to the national effort that will result in full implementation of multilingual and multicultural education.

McGUFFEY, Move over

By Betty F. Walters

Upon being assigned to teach a bilingual class the average teacher's initial reaction is instantaneous panic, then a frantic stampede to find materials. My problem was somewhat different. Where most teachers might have difficulty in finding sufficient materials from which to choose, I found myself in the unique position of having almost too large a selection. Actually I belong to the old school of thought which maintains that the teacher, rather than the specific material used, is the vital factor in teaching. If a Spanish version of a McGuffey's Reader had been available, that would probably have been my choice; however, it wasn't, so I have chosen what I believe to be an excellent alternative. I won't presume to say that there is none better, but, given the skill of a capable teacher, it is a good choice, well worthy of serious consideration.

My answer to McGuffey's Reader is Lengua Española I (Guatemala: Cultural Centroamérica, 1970), written by Dra. Delia Díaz de Villar. It consists of a text/workbook, costing approximately $2.10, and a teacher guide, costing approximately $1.65. The book would serve as an excellent introduction to language, reading, and writing, primarily at the first-grade level, but it could also be used in the second grade. It is paperback, printed in easy-to-read type on good quality paper, and contains attractive color illustrations pertaining to things, activities, and experiences within the child's level of interest and comprehension. Its Guía para el Maestro, also paperback, is quite comprehensive, containing detailed lesson plans particularly valuable to the teacher new to bilingual education.

Beginning lessons in the text are quite simple, with subsequent lessons gradually increasing in complexity. For example, the first lesson consists of a picture of children arriving at school, with the teacher and one boy in the foreground and the caption "Mi Escuela" at the top and bottom of the page. Upon referring to the teacher guide we fine a small black-and-white copy of the same picture, plus a detailed lesson plan containing:

1. Objectives (There may be from one to four objectives, depending upon the individual lesson.)
   a. Knowledge and comprehension
   b. Attitudes and appreciation
   c. Skills and abilities
   d. Habits
2. Initial activities
3. Development of the class
4. Application
5. Evaluation

Specific directions, such as activities to be performed, questions to be asked, skills to be practiced, and observations to be made by the teacher, are found under each of the preceding categories in the lesson plan.

Some lessons may require the child to fill in blanks or to color an object in a particular color. As lessons become more complex, we encounter complete sentences, poems, and short stories. Some lessons consist only of a series of pictures, with the child required to interpret the action taking place. As previously indicated, topics and activities are varied and interesting.

The general objectives of Lengua Española 1 are:

La educación debe dar una justa comprensión de la autoridad, la que el niño no debe sobrestimar ni despreciar.

1. Develop child's ability to observe.
2. Enrich child's vocabulary.
3. Try to obtain better pronunciation of words.
4. Know how to express ideas.
5. Form habits of courtesy and good manners.

There are six specific objectives:

1. Express ideas following a logical order.
2. Initiate them in the correct expression and writing of the language, developing fundamental abilities to express ideas in oral and written form.
3. Develop experiences in order to understand the ideas expressed by others in oral or written form.
4. Awaken and channel basic interest for the interpretation of Spanish-American and universal literary values.
5. Obtain a progressive mastery of the language in oral and written expression.
6. Use the mother tongue as an instrument for recreation, and use free time intelligently.

The general content of the book consists of: oral expression and story hour, poems, choral verse, editing (learning written language skills), good manners, and development of motor coordination. Typical specific topics include the following, as well as many others: school, family, good manners, colors, days of the week, numbers (one to 10), vowels, letters, nouns, proper nouns, capital letters, descriptions of persons and animals, singulars and plurals, animal homes, animal voices, seasons, etc. The only problem regarding subject matter is the very last page, which happens to be a prayer. However, due to its location there is no reason why it can't simply be omitted as far as teaching that particular lesson is concerned. The only other lesson touching on religion is a story on page 49 about Christmas, which relates the birth of Jesus.

I like this book, and would consider it a pleasure to teach from it. It may not be McGuffey's Reader, but I feel that I could do a good job with it. Besides, I like the author's philosophy. She makes two statements in the teacher guide which I would like to quote and, perhaps, to incorporate into my own teaching philosophy: --La educación debe dar una justa comprensión de la autoridad, la que el niño no debe ni sobrestimar ni despreciar-- and --El niño sólo aprende de aquél a quien ama.--

Anyone who thinks like that can't be all bad. Move over, McGuffey.

El niño sólo aprende de aquél a quien ama.

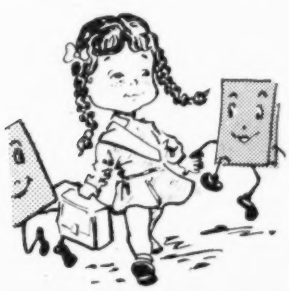
Nacho And Other Friends For Second-Grade Readers

By Mary T. Crawford

Four texts have been selected from the second-grade reading section of the MAP collection to feature as desirable materials at that grade level on that subject. Their titles indicate the diversity of the themes they include: Amiguitos (Buenos Aires: Kapelusz, 1957) by Nely Alvarez; Nacho (Madrid: Magisterio Español, 1970) by Antonio Palâu; Pinturitas (Buenos Aires: Kapelusz, 1957) by Gerardo Schiaffino; and ¡Qué Linda Es Venezuela! (Caracas: Mediterraneo, 1966) by Luis Eduardo Egui. The paragraphs below describe them in detail.

Amiguitos can best be summarized by a sentence at the beginning of the book; --Que los libros sean siempre tus mejores amiguitos.-- The book is written in the warm style that seems to be characteristic of South America (It was published in Buenos Aires.). The first story, "La Señorita Marta (p.1)," in only one page communicates the love some second-graders returning to school feel for their first-grade teacher, a love that we wish all children could feel for school and their teachers.

The book is printed in large primary type for the benefit of the young child, and the artist has depicted each scene attractively and colorfully. He truly has empathy with the young. I like the animated desk and book best of all. The pictures are delightful, and they usually accompany stories with depth, such as the one about the book that tells the child if he treats it well, and--Si me lees sin prisa, yo seré siempre tu mejor amigo (p.19).--



Love of home, parents, and country are taught in this text. How much richer our children are when they discover other countries have their Paul Reveres, Washingtons, and Lincolns! Amiguitos shows that Argentina has its San Martín, Sarmiento, and Guillermo Brown, besides many others, as we do, and that Argentinians love their country and flag, as we do. Finding out that other countries have a strong sense of patriotism can make for better love of one's own country.

Many other subjects are handled well in these short stories for inquisitive little minds. Some examples are "Historia de un Pañuelo de Seda," "El Señor Dulzura," and "Historia de un Pan." They teach about the subject matter, as well as telling an interesting story.

I was really enchanted by the story, "Historia de Cococó, el Gallito Blanquinegro (pp.139-144)." And the last page of the book gives the reader a feeling of accomplishment because he is reminded of how he started to read in first grade and how much he has accomplished by reading through a second-grade reader.

I would use this book for conventional reading circle material if I had a conventional reading class. But better than group reading I feel the book lends itself well to an individualized approach in which the child reads at his own rate of speed. However you use this book, though, it is definitely a fine Spanish reader. Its price is $3.50

Another good second-grade reader is about Nacho, a delightful six-year-old boy who does all sorts of boy-type things. Books are not often enough written about and for real boys. I can just see the fearful looks on the boys' faces when in "El Búho (pp.8-9)" they hear the frightening noise, --¡Uh!-- Boys like to explore, and explore these do, even though they are afraid. Too, like true boys, they come home having been scratched by the blackberry bush from which they must have enjoyed eating berries.

Another story that shows the adventurousness of young boys is found in "El Monaguillo," where our hero is very high in the bell-tower. While pulling the cord he looks down at the distance below and feels real fear of the height. Finally he says he will

never climb the belltower again. In "Valentía" he becomes the hero when he saves his fellow friends from a scarecrow.

The illustrations are colorful, well-drawn, and pleasant to look at. There is, for instance, a continuity in a child's imagination from listening to a conch shell on one page to dreamy visions in the next. They are accompanied by short, simple vocabulary with enough repetition for easy reading and comprehension: --Tengo una caracola con el ruido del mar.-- Then eventually: --Mi caracola tiene sabor a sal y olor a algas. Mi caracola es la radio del mar.--

Each story is terminated with an activity page which includes words to know, a "Do you remember..." section, and some really fine

Que los libros sean siempre tus mejores amiguitos.

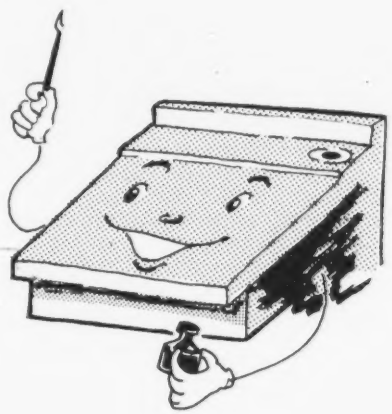
"Tú también puedes hacer...." An example is found on page 5: --Con palillos y cartón, haz un puente. Con papel de plata, haz un río que pase por debajo del puente.--

Some of the stories have a moral (see "Crueldad," p. 54), while others teach facts of interest while telling a story. Examples of the latter are "Las Estrellas," "El Alfarero," and "El Arco Iris."

I recommend this book as a second-grade reader, as well as a book for reading in an individualized program. The stories are short enough to keep the children's interest, while long enough to have a plot and really tell a story. Do include Nacho in your selection of reading books, especially for your boys. Its price is $1.95.

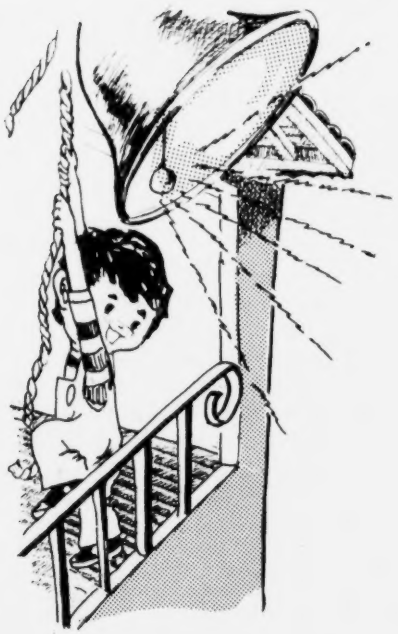
Pinturitas is a second-grade reader written in a very simple, straightforward style. It is similar to many American second-grade readers in that it is a series of short stories. The single major difference is that of subject matter. The type is smaller than we usually consider for primary children, but it is not too small. The pictures are colorful and beautiful.

The first stories are told by a young boy. Interwoven in them are love of home, respect for parents, and respect for teachers. The roles of the different individuals in a child's life are defined in a warm, gentle, but effective way. For example, we read on page 14 in the short description of "Las Buenas Maestras:" --es debido, hijito, a que las maestras de corazón saben querer y hacerse querer. Y cuando sentimos que una persona nos quiere, para nosotros es hermosa.-- And finally on page 117 there are the pathos, the joy, yet the sorrow of the child who says:--Esta última página es para ti, escuelita mia. Para ti y la buena maestra que me enseñó durante un año. ¿Qué más puedo agregar? No sé... ¿Adios? ¿Hasta luego? ¿Hasta siempre? No sé. Guardaré en mi corazón, un dulce recuerdo de este año feliz.--



The book has many interesting poems, as well as stories with a moral, stories that include social studies facts at a very low level. An example of this is "El Pan de Tu Mesa (p.29)." The delightful, youthful humor of "El Buzón (p.30)" is just right for a small child. Altogether, the real and dream world of a child is enhanced by the reading selections in this book.

In addition, strong family feeling is evident throughout without making the reader feel that the author is emoting. See, for instance, page 90, which states:--Cuando estabas en primer grado aprendiste a escribir una palabra muy hermosa: mamá.-- Such



feelings are hardly ever expressed in American texts, so it is rather refreshing to find them in an Argentinian one. Argentina's national heroes are also appropriately written about. Our youngsters who read this book can be made aware of the cultural likenesses and differences of countries.

I would recommend this book especially for an individualized program where children can select their own material. I found it delightful and charming. Its price is $3.50.

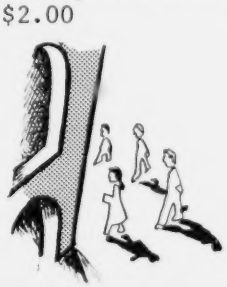
¡Qué Linda Es Venezuela! was written to be used as a first- and second-grade reader for the children of Venezuela. However, I would recommend it only for advanced second-grade children and beginning or low third.

The pace of the book is set by the first page, which is a short conversation between the author and a child. The child becomes concerned that the characters are dead because they are spoken of in the past tense. --Que tú pusiste: El papá de Pedrito se llamaba Carlos.... ¿Es que ellos se murieron?... Ellos no se han muerto, ¿verdad? ¿Verdad que no?-- The author answers: --No, no, ellos no se han muerto. Ellos viven....-- Then the child asks about each character, and after being assured he replies: --desde ahora en adelante si voy a poder dormir....--

The book is beautifully written in three distinct parts. The first part of 40 lessons is a regular reader with stories, poems, etc. The second part is called "Actividades de Expresión." There is one actividad correlated to each lesson, containing dibujos, ejercicios de completación, or preguntas, and a section para copiar. The third portion of the book, listed as "Orientaciones Metodológicas," is really a teacher guide as we know them. For the best educational expansion of the child reading the book, the teacher should become familiar with the entire text because one section is dependent on another.

My feeling that an advanced second- or third-grade child would best benefit from this book is based on the fact that the author emphasizes the geography of Venezuela extensively. On page 59 (Lesson 21) the child studies El Orinoco, and on page 60 he learns that other rivers of Venezuela are El Apure, El Chama, El Caroní, and El Catatumbo. After the rivers the reader is introduced to the mountain peaks (p.64). Then he reads that there are other peaks to remember such as El León, La Garza, and El Toro (p. 65). Besides learning the names of the mountain peaks he learns about the plants, products, cities, heroes, and patriotism of Venezuela. The price of the book is $2.00

Es debido, hijito, a que las maestras de corazón saben querer y hacerse querer. Y cuando sentimos que una persona nos quiere, para nosotros es hermosa.



Naturaleza Y Sociedad For First-Grade Social Studies

By Lillian Jiménez

The following is an interview conducted by Lillian Jimeñez, teacher and curriculum specialist, with Dr. Ervie Peña, Chicano educator, writer, and consultant. It concerns Spanish social studies materials for bilingual education programs, published in Spain and available to schools in the United States.

INTERVIEWER: I understand that there are materials presently being published in Spain that are appropriate for bilingual education programs in the United States. If I asked you to name some outstanding Spanish materials for first-grade social studies that have been published there, which ones would you choose?
DR. PEÑA: After spending some time studying materials published in Spain, I would highly recommend a set of texts, worksheets, and slides published by Ediciones S.M. in Madrid and entitled Naturaleza y Sociedad. This set can be used very nicely as supplementary and enrichment material, and, if used with discretion, can be used as basic texts as well.

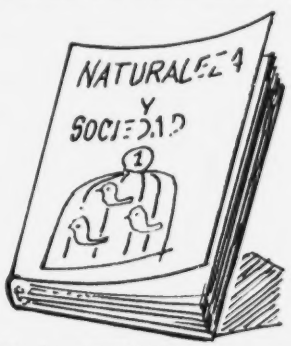
INTERVIEWER: Why do you say that the books can be used as basic texts if used with discretion?
DR. PEÑA: As you probably know, materials published in Spain and other Latin countries are sometimes interspersed with religion and nationalistic themes. Although this set does not include a great deal of this, teachers using the materials need to exercise discretion.

INTERVIEWER: What makes Naturaleza y Sociedad so special?
DR. PEÑA: The set includes a well-illustrated text and separate worksheets for individualized activities in the different areas of instruction. These are divided into trimesters, and as an added bonus Naturaleza y Sociedad features an excellent selection of colorful 35 mm. slides.

INTERVIEWER: What are the slides about?
DR. PEÑA: The slides are coordinated with the text and correspond with it and the worksheets. They are divided according to different themes, with a written description for each slide. The slides are individually stored in a handy small plastic folder.

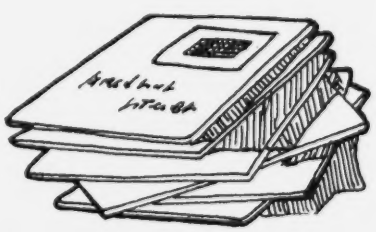
INTERVIEWER: What are some of the themes?
DR. PEÑA: The themes are varied and are similar to those found in books published in the United States. Some of the themes are: "El Sol, el Día y la Noche," "Necesidades y Funciones de los Seres Vivos," "Las Necesidades Comunes del Hombre," "La Primavera, Otoño," etc., just to name a few.

INTERVIEWER: You mentioned individualized worksheets. What are these like?
DR. PEÑA: The worksheets or fichas de actividades are another excellent feature of the set. There are 366 separate worksheets in full color. These are also organized into trimesters. The worksheets are approximately 8" X 10" and have two holes for a loose-leaf binder. The individual sheets give the teacher the freedom to start anywhere or to skip inappropriate areas of experiences. The colorful graphics are unusual in that most worksheets sold in this country



LIBRO de CONSULTA

FICHAS


DIAPOSITIVAS

are black-and-white. The subject matter content of the worksheets is correlated with the text and slides.

INTERVIEWER: Getting back to the materials that may have religious or nationalistic passages, what can the teacher do to avoid using these materials?
DR. PEÑA: You as the teacher can control and assign only lessons free of these themes. I would suggest that you become totally familiar with the materials and take notes listing specific pages that should be avoided.

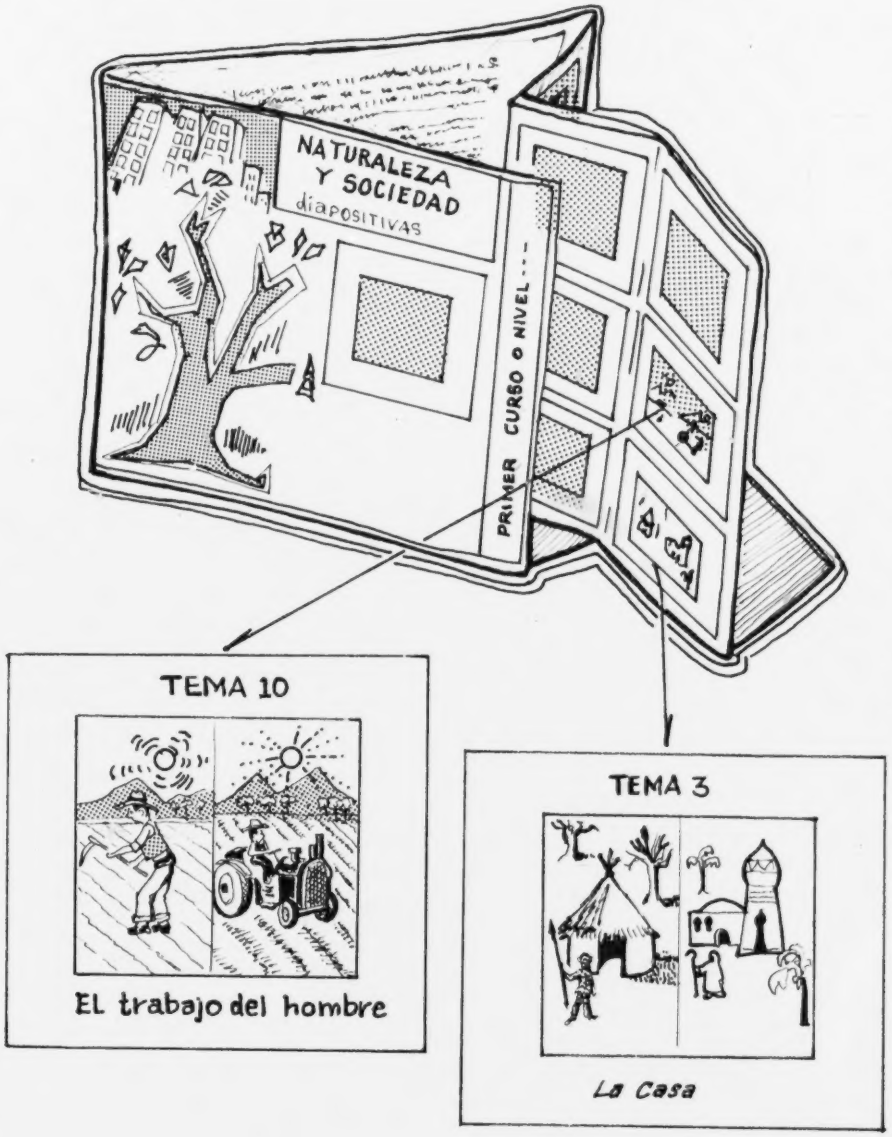
INTERVIEWER: What about the language and the level of the reading vocabulary? Are they adequate for our Spanish speakers?
DR. PEÑA: It depends. If your group is an accelerated one, the answer is yes. If, however, your group is slower or average, then the vocabulary may be difficult. The vocabulary is not too far out. That is, it is not only native to Spain, but also to Mexico, Cuba, and Puerto Rico. Here again, the teacher can use the materials at her discretion, based upon the needs of the students and other materials that might be available.

INTERVIEWER: What are some physical characteristics of the set?
DR. PEÑA: I would say that the size of the print, the quality of the paper, and the quality of the graphics are comparable to or better than the materials published in the United States. It should be mentioned that the covers of the books are paperback.

INTERVIEWER: How would you compare the series of which this set is a part with the currently available social studies series on the market in the United States?
DR. PEÑA: Of course, most of the materials available here are written in English. Therefore, as far as the language is concerned, having Spanish materials available is outstanding. Also, as mentioned previously, the themes follow closely the major themes of social science in this country's textbooks.

INTERVIEWER: We've finally reached the nitty-gritty stage. How much is all this going to cost?
DR. PEÑA: The approximate price of the text is $2.00, and the approximate price of each of the three sets of worksheets is $1.00. Each of the 33 sets of slides (19 on naturaleza and 14 on sociedad) costs approximately $1.00.

INTERVIEWER: I think I am sold on S.M.'s Naturaleza y Sociedad, but what other materials would you suggest as alternatives to supplement and enrich the bilingual social science program?
DR. PEÑA: I think you would be very comfortable with Magisterio Español's Mundo y Vida, Primer Curso ($2.45) by Paz Asunción Ramos Palaez (Madrid, 1971). This is a strong second choice. Basically the edition is similar to S.M.'s but is without slides. Or perhaps you might consider Prima Luce's Naturaleza y Sociedad, Pri-



mer Curso ($2.80) by Carlos Muñoz Díaz (Barcelona, 1971). There is also Teide's Unidades Didácticas by L. Ortega-E. Rescasens (Barcelona, 1971). In general the 1971 and later copyrighted materials from Spain and other Spanish-speaking countries use a more modern approach to textbook publishing. I'm certainly looking forward to more books being published in Spain and other Spanish-speaking countries, as well as more publishing companies in the United States getting involved in textbook publishing for bilingual-bicultural education.

ED. NOTE: MAP acquisitions coordinators, who have acquired educational materials (by means of donation and purchases) for the project in foreign countries, have performed a preliminary screening to eliminate materials with a political, racial, or religious bias. Screening continues when materials arrive at the project offices. Anything that assumes a negative attitude toward any culture, ethnic group or race, or religion or that attempts to indoctrinate students in a particular political, racial, or religious standpoint is rejected. If, however, it seems that material on culture, race, or religion is merely incidental to the work as a whole (if, for instance, an elementary reader tells a religious story, or a social studies book has a section on a culture of which political, racial, or religious bias is characteristic, or a history text presents an account of an age of which such prejudice was a part), then items that include this material are accepted for the project collection.

Screening is nowhere near completion, and project staff members (such as the Director, the Field-Testing Coordinator, and the Parallel Curricula Coordinator) are not the only participants in this ongoing process. Others who have been and will be sharing the responsibility are the teachers who review sections of the collection to write articles, the teachers who field test materials to write sample lessons, and the teachers who field test materials to provide the project with general feedback. Whenever information is disseminated on materials with incidental political, racial, or religious references, a description of these references is included so that educators who might object to such material will not be inclined to order it.

Other Recommended Materials Similar To The Ones Reviewed In This Issue

First-Grade Language Arts

Alvarez, A.
Lengua Española
Valladolid: Miñón, 1971
103pp. text col. illus.
48-64pp. worksheets col. illus.
Price $1.75 text
$ .50-$ .75 worksheets

Cárdenas Nannetti, Jorge
Español 1, el Lenguaje en la Escuela Primaria
Cali: Norma, 1971
96pp. col. illus.
Price $1.25 text
$1.50 guide

Chacón Sabaté, Juan
González Soler, Antonio
Soler Fierrez, Eduardo
Lenguaje
Barcelona: Prima Luce, 1971
125pp. text col. illus.
215pp. worksheets col. illus.
Price $2.50 ea.

De Diego, A.
López, Ma. C.
Tuson, J.
Descubro el Lenguaje
Barcelona: Vicens Vives, 1971
64pp. col. illus.
Price $2.00 text
$1.25 workbook

Echeverría, Santiago
Ministral, José María
Lenguaje en Acción
Barcelona: Vicens Vives, 1971
62pp. col. illus.
Price $2.25 text
$1.25 workbook

Expresión Linguística
Madrid: Bruño, 1971
Unp. worksheets col. illus.
Price $1.50

Méndez García, Andrés
Lenguaje
Salamanca: Anaya, 1971
110pp. guide b/w.
30-31pp. workbooks (3) col. illus.
Price $2.25 text
$ .50 workbook

Nuestra Lengua
Salamanca: Anaya, 1971
88pp. guide b/w.
94pp. text col. illus.
74pp. worksheets col. illus.
Price $1.75 guide
$2.00 text
$2.00 worksheets

Pleyán, Carmen
Recasens, Elena
Comprensión y Expresión
Barcelona: Teide, 1971
207pp. col. illus.
Price $3.50

Poblador Diéguez, Alfredo
Nosotros y las Palabras
Zaragoza: Luis Vives, 1971
94pp. col. illus.
Price $2.00

Ruíz de Ojeda, Abilio F.
Pérez Asenjo, Andrés
Lenguaje 1°
Madrid: S.M., 1971
93pp. col. illus.
Price not avail.

Sánchez Ramos, José
Palacios Garrido, J.A.
Conquista del Lenguaje, Libro de Consulta
Marín Cabrera, Rosa
Cebrián Anaùt, Ma. J.
Domínguez Estévez, Josefa M.
Conquista del Lenguaje, Libro o Fichas de Trabajo
Madrid: Magisterio Español, 1971
63pp. text col. illus.
122pp. worksheets col. illus.
Price $1.25 text
$2.25 worksheets

Second-Grade Readers

Aguayo, Alfredo M.
Libro 2° de Lectura
Guatemala: Cultural Centroamericano, n.d.
185pp. col. illus.
$1.25

Alvarez Pérez, Antonio
Lecturas Escolares
Valladolid: Miñón, 1969
93pp. col. illus.
$1.25

Añorga Larralde, Joaquin
Lectura 2
New York: Minerva, 1969
128pp. col. illus.
$1.95

Barbaglia, Elma E.
Barbaglia, Edith A.
Los Teritos
Buenos Aires: Kapelusz, 1967
123pp. col. illus.
$3.50

Bilbao, Begoña
Mis Lecturas
Burgos: Hijos de Santiago Rodríguez, n.d.
95pp. col. illus.
$2.25

Blázquez V., J.
Ternura
Caracas: Aurora, 1966
120pp. col. illus.
$ .95

Díaz De Cerio, Angel
Javier
Caracas: Estudios, n.d.
167pp. col. illus.
$2.00

Garriga, A.
Ardilla
Barcelona: Teide, 1971
110pp. col. illus.
$2.00

Guillén Díaz, Isabel
Vacaciones en la Hacienda
Tegucigalpa: Alianza para el Progreso, 1967
123pp. col. illus.
$1.25

López Lay, A.L.
Guerra, F.
Cabrera, R.
Mi Escuela
Guatemala: Cultural Centroamericano, n.d.
189pp. text col. illus.
126pp. workbook b/w.
$1.30 ea.

Lucero, el Arbol Alegre
Madrid: Santillana, 1969
103pp. col. illus.
$1.50

Mi Hogar y Mi Pueblo
San José, Puerto Rico: Lehmann, 1971
160pp. col. illus.
N.p.

Navarro, Miguel
Libro de Lectura la Escuela Alegre
Tegucigalpa: Navarro, 1969
168pp. col. illus.
N.p.

Paso a Paso, Colección La Salle
León, Nicaragua: Hospicio, n.d.
134pp. col. illus.
N.p.

Pérez Espinós, Luis
Libro 2° de Lectura, el Nuevo Sembrador
Madrid: Escolares, La Escuela Nueva, 1969
156pp. col. illus.
$1.20

Recalde, Victor
Recalde, Carmen Huembes de
El Lector Nicaragüense
Managua: Recalde, n.d.
132pp. b/w.
N.p.

Salotti, Martha A.
Fiesta
Buenos Aires: Kapelusz, 1967
132pp. col. illus.
$3.50

Solves, Hebe
Papel Picado
Buenos Aires: Huemul, n.d.
155pp. col. illus.
$3.50

Sonata, el Arbol Alegre
Madrid: Santillana, 1970
103pp. col. illus.
$1.40

Zapata Santillana, Everardo
Carlitos, Colección Coquito
Barcelona: Susaeta, n.d.
112pp. col. illus.
$ .75

Zapata Santillana, Everardo
Pablito, Colección Coquito
Lima: Iberia, n.d.
123pp. col. illus.
$ .75

First-Grade Social Studies

Alvarez, A.
Pastora, J.F.
Ramos, E.
Herrero, C.
Nuestro Mundo
Valladolid: Miñon, n.d.
106pp. text, 48-64pp. worksheets, col. illus.
$1.50 text
$ .70 ea. worksheets

Arias, Antonio
Unidades Didácticas
León, España: Everest, 1967
95pp. text, 15pp. ea. workbook (6), col. illus.
$1.50 text
$ .25 ea. workbook

Basurto, Carmen G.
Libro de Conocimientos Generales
México: Trillas, 1970
91pp. b/w.
$1.25

Bordas, J.
Descubro
Barcelona: Vicens Vives, 1971
63pp. text, 126pp. workbook col. illus.
$2.00 text
$2.00 workbook

Educación General Básica, Unidades Didácticas
Madrid: Bruño, 1970
132pp. worksheets
$1.50

Marin R., C.
Toro G., A.
Montes Z., R.
La Naturaleza y los Hombres
Madrid: Magisterio Español, 1971
77pp. workbook col. illus.
$2.50

Mattzer, Lilia De
Repaso
Guatemala: Cultural Centroamericana, 1972
unp. b/w.
$ .55

Méndez García, Andrés
Unidades Didácticas Globalizadas
Salamanca: Anaya, 1966
109pp. col. illus.
$1.50

Muñoz, Carlos
Nieto de las T., José
Ojuel G., Mariano
Redondo A., Juan
Vásquez G., José
Naturaleza y Sociedad
Barcelona: Prima Luce, 1971
157pp. text col. illus.
218pp. worksheets b/w.
$3.20

Ramos P., Paz A.
Ramos P., Lucila
Mundo y Vida
Madrid: Magisterio Español, n.d.
63pp. text, 24-48pp. workbooks, col. illus.
$1.75 text
$ .50 ea. workbook

Field-Testing Favorites

By Ann Kern

Title VII projects throughout the United States have field tested books, charts, records, and other instructional items for Materials Acquisition Project in the past year. We thought information on the materials that are the field-testing favorites so far might be of interest to our readers, so we reviewed the numerous evaluation forms we have received. Although all the teachers who filled out the forms are not agreed on the relative merits of the materials, the consensus is positive, and the comments in the following paragraphs reveal complimentary reactions that resulted from classroom use. Twelve sets of books and charts emerged as the most-tried, most-liked of the materials we surveyed, and they represent virtually every educational level from pre-primary to secondary.

These materials are: Redondel, Plan de Educación Preescolar (Madrid: Santillana, 1970); Sonata (Madrid: Santillana, 1969) by Julita Albacete and others; Jugar y Leer, Ver y Aprender, and Viajar y Reír (Barcelona: Bruguera, 1965, 1970) by Richard Scarry; Cuentos Inmortales (Bilbao: Vasco Americana, 1962-1966); Matemática para la Educación Primaria (Bogotá: Fondo Educativo Interamericano, 1968) by Robert E. Eicholz and others; Carteles Didáctikón (México: Fernández, n.d.); Biología (México: Porrúa, 1968) by Irene Elena Motts and Imelda Calderón; Biología (México: Cultural, 1969) by William L. Smallwood and Edna R. Green; Síntesis de Historia de México (México: Herrero, 1970) by C. González Blackaller and L. Guevara Ramírez; Historia de México (México: ECLALSA, 1970) by José Miranda and others; Documentos Fundamentales de la Historia de los Estados Unidos (México: Libreros Mexicanos Unidos, 1962) by Richard B. Morris; and Síntesis de la Historia de los Estados Unidos (México: Limusa-Wiley, 1964) by Frances Whitney. The first three of these materials will be featured in this issue, the others in future issues.

Redondel, Plan de Educación Preescolar, a set of texts, charts, workbooks, tests, and teacher guides on language development and reading and writing readiness, were field-tested in Tucson, Arizona, and Los Nietos, California, on the preschool through second-grade levels. Fernando Cañedo of Los Nietos commented, "If a teacher likes to work with programmed instruction, this particular program can be very beneficial. Teachers who speak Spanish but don't know educational terms will find this book very useful. It has a brief but adequate explanation of early childhood education. There is a wealth of games, songs, poems, and ideas in this program." Mary Moreno of Tucson added, "The posters included in this series are very appealing to the children. Their workbooks are also attractive because they are colorful. The characters, animal figures, etc., are child-centered...

.. The teacher's manual was very detailed and gave me many ideas not only for this series but other units I can develop." The entire Redondel set costs $150.00.

Sonata, a first- and second-grade language arts text, was field-tested by the Bay Area Bilingual Education League (BABEL) on all elementary grade levels. Carlos Allen rated the book's physical characteristics, format, and relevancy "excellent" and said, "The students picked up a lot because they could use a lot of the words in the environment: 'planta,' 'árbol,' 'pelota,' etc." Sonia Rodríguez remarked that her students "love the pictures." Mirta Tirado stated, "The pictures of the book are very colorful and attractive.... I like the way the book progresses from a single word to phrases and then sentences. Children can learn a lot of vocabulary because of the repetition of words and the pictures that go along with them..... The book is very interesting. Children like it a lot." Sonata costs $1.40.

Jugar y Leer, Ver y Aprender, and Viajar y Reír, supplementary language arts books for primary grades, were field-tested in Tucson, Arizona, on the preschool through second-grade levels. Joanne Johnson described Jugar y Leer in detail: "It is a big book with large, colorful illustrations. It is the type that would interest children. It takes a topic such as food, clothing, buildings, vehicles, etc., and then takes two pages illustrating and labeling many, many different items that fit into these categories. It is a book that the children enjoy and could learn from." Arminda Fuentevilla found Ver y Aprender "very appealing--beautiful pictures.... ¡Muy buena encuadernación!" Her further analyses are as follows: "The units are well-organized, but too much is included on each page. For my preschool children larger drawings and fewer items per page would have been better. The content of the book is relevant to any Spanish class. The illustrations are very vivid, and the meaning is easy to get across to the students. Used as a reference or supplementary material for the different units it includes, it could be an asset to any...bilingual-bicultural program. Some of the words are not common for the dialect of our region, but I consider this a minor problem which the teacher can easily solve." Of Viajar y Reír Mercedes Guerrero wrote, "It is organized into different stories about different countries." Of her students' reactions to it she wrote, "They like it very much." Each book costs $2.95.

MAILING LIST FORM

If you would like us to add your name or that of an associate to the mailing list for Materiales en Marcha, please fill out the following form:

NAME _____

NUMBER AND STREET _____

CITY, STATE, AND ZIP CODE _____

BILINGUAL EDUCATION

The National Education Association urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects other than foreign languages in any language but English. The Association further urges the enactment of legislation that requires bilingual education according to need and that will provide necessary funds to develop and provide teaching material appropriate for students to whom English must be taught as a second language.

National Education Association
Resolutions Committee
110th Annual Meeting
June 29-30, 1972
Atlantic City, New Jersey

SUGGESTED U.S. DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND PORTUGUESE

Arhe, Inc. - specialists in Puerto Rican materials
Avenida Fernández Juncos 1913 (Parada 26 1/2)
G.P.O. Box 3789
San Juan, Puerto Rico 00936
723-8950

Blaine Ethridge - specialists in Portuguese materials
13977 Penrod Street
Detroit, Michigan 48223
(313) 838-3363

European Book Company
925 Larkin Street
San Francisco, California 94109
(415) 474-0626

Heffernan Supply Co., Inc.
P.O. Box 5309
San Antonio, Texas 78201
(512) 732-1136

Jesús González Pita
1540 S.W. 14th Terrace
P.O. Box 211
Miami, Florida 33101
(305) 371-2049

Las Américas Publishing Company - specialists in materials from Ediciones Anaya
Spanish Book Center
40-22 23rd Street
Long Island City, New York 11101
(212) 784-1174

Latin American Productions - specialists in materials from Editorial Vasco Americana
P.O. Box 41017
Los Angeles, California 90041

Pan American Book Co., Inc.
4358 Melrose Avenue
Los Angeles, California 90029
(213) 665-8000

Santillana Publishing Co. - specialists in materials from Ediciones Santillana
575 Lexington Avenue
New York, New York 10022
(212) 371-4069

Spanish Book Corporation of America
610 Fifth Avenue
New York, New York 10020
(212) 247-7475

Stechert-Hafner
31 East 10th Street
New York, New York 10001

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EL PROYECTO DE ADQUISICION DE MATERIALES TIENE COMO MISION poner a la disposición de las maestras y los maestros de clases bilingües y biculturales elementales y secundarias de los Estados Unidos información acerca de materiales vigentes de enseñanza publicados en países hispano o lusitanoparlantes.

MATERIALS ACQUISITION PROJECT'S MISSION is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.